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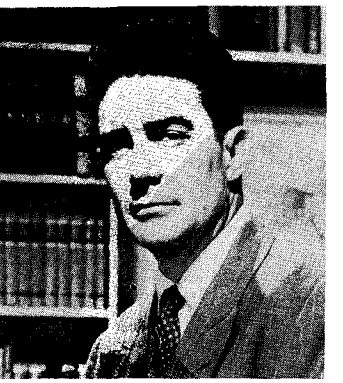

DAN SMOOT

THE EDUCATION CARTEL

Under our Constitution, we cannot legally have a federal agency which directs a national education system; yet, the U. S. Office of Education is rapidly becoming such an agency. For example, the 1964 budget of the U. S. Office of Education was $432,793,000;[1] its budget for the current fiscal year is $1,833,889,000.[2] Its aims?

In May, 1962, the U. S. Office of Education published *Education For Freedom and World Understanding.* From page 23:

"Our fundamental goal is a progressive nation in a peaceful world . . . . Achieving this objective demands understanding of and commitment to the proposition that education is a primary instrument for social advancement and human welfare."

What happened to knowledge, scholarship, discipline, intelligence?

Traditional American education stressed hard work, honor, duty, self-reliance with Divine guidance, Christian traditions, individualism.

It was not easy. But it developed great men and women—sturdy individualists who (without federal aid or foreign aid) transformed the backward and underdeveloped American wilderness into the most fruitful nation in history.

John Pierpont was a founding father of public education in America. His *National Reader*, originally published in 1827, was used for years in grammar schools throughout the United States. In the preface to his grammar school textbook, John Pierpont summed up his ideas about education for the children of America:

"This country has political institutions . . . which the men of each successive generation must uphold. But this they cannot do, unless they are early made to understand and value them . . . .

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"Our country, both physically and morally, has a character of its own. Should not something of that character be learned by its children while at school? Its mountains, and prairies, and lakes, and rivers, and cataracts, its shores and hill-tops, that were early made sacred by the dangers, and sacrifices, and deaths, of the devout and the daring—it does seem as if these were worthy of being held up, as objects of interest, to the young eyes that . . . are opening upon them; and worthy of being linked, with all their sacred associations, to the young affections, which, sooner or later, *must* be bound to them, or they must cease to be (what they now are) the inheritance and abode of a free people."[3]

In the latter half of the 19th Century, most American schools used *McGuffey's Readers* (compiled by William H. McGuffey, another of the founding fathers of public education):

"McGuffey's Readers were more than readers: while learning to read, the beginning student was absorbing doses of the vitamins of moral law and principles of behavior . . . .

"The books . . . . emphasized the identity of the moral and natural law, defined the Christian fundamentals from which sprang the social virtues of truthfulness, temperance, modesty, kindness, and tolerance . . . ."[4]

While hardy individualists, products of traditional American education, were building the nation, thoughtstreams of the nation were being polluted in prosperous and settled regions, by some intellectuals who were ill at ease in the vigorous, daring life of America—and who, therefore, readily responded to the tired, cynical, and sickly socialist philosophy imported from Europe.

John Dewey was one of these; and he, more than any other, is responsible for bringing socialist theory and revolution to American education.

The goal of a Christian is to take the hand of God and pull himself above the dull level of mediocrity—to stand on a pinnacle of spiritual growth and individual accomplishment. To Dewey, this was preposterous. Deweyism is a combination of socialist political theory and modern psychology. It scorns individualism, holding that the proper aim of the biological organism called *man* is to lose his individuality by finding acceptance and absorption in the mass. The "progressive education" Dewey recommended is intended to make men and women faceless factors in a controlled and levelled-down mass of humanity.[5]

In 1904, John Dewey became head of Teachers College at Columbia University—where his ideas have molded the thinking of leading American "educationists" ever since. When Dewey retired in 1930, his disciples were prepared to carry on the drive for progressive education.

Dr. Harold O. Rugg was a leading Dewey disciple. In 1933, Rugg wrote *The Great Technology*, a book for teachers. Rugg told teachers that America must be converted into a socialist dictatorship. He did not, of course, put it that bluntly. He said we must have a "new government" with "all-pervading" powers to plan and regulate the lives of the people and the economy of the nation.[6]

Rugg said teachers had the important job of conditioning "a new public mind" for the "new social order."[6]

In all, Rugg wrote 14 teachers' guides, 14 student workbooks, and 14 student textbooks. His work was partly financed by the Rockefeller Foundation,[7] one of the tax-exempt foundations which support the Council on Foreign Relations (CFR). The CFR is the control center of an interlocking web of organizations which operate to socialize the United States—and which constitute the invisible government of our nation.[8]

Six of Rugg's textbooks, called the *Building America* series, were sponsored by the National Education Association. By 1940, more than 5,000,000 *Building America* books were in use in American public schools. The State of California finally banned them, the California legislative committee reporting:

"[The *Building America* books do] not present a true historical background of American history and progress . . . the cartoons and pictures appearing in said books belittle American statesmen, who have been . . . heroes of American

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tradition and . . . idealized by the American people; yet . . . the *Building America* series glamorizes Russian statesmen and [is] replete with pictures which do great credit to these leaders of Russian thought . . . . [The] books contain purposely distorted references favoring Communism, and life in Soviet Russia . . . ."[7]

The San Francisco Board of Education found that Rugg's books for school children deny all moral law, that they are anti-religious, and that, by "a constant emphasis on our national defects," they "tend to weaken the student's love for his country, respect for its past, and confidence in its future."[7]

Dr. George S. Counts (another John Dewey disciple) helped organize the Commission on Social Studies of the American Historical Association, dedicated to abolishing traditional education by changing curricula, textbooks, and teaching techniques. The Commission was financed by a $340,000 grant from the Carnegie Corporation,[7] another tax-exempt organization which supports the Council on Foreign Relations.[8]

The Commission recommended that courses in history, economics, civics, and geography be combined into one course called "social studies," with emphasis on "social" or "conflict of masses" ideas. Maintaining that the age of American individualism was dying and must be replaced with a socialist ("collectivist") nation, the Commission said:

"Cumulative evidence supports the conclusion, that, in the United States as in other countries, the age of individualism and laissez faire in economy and government is closing and that a new age of collectivism is emerging."

"As to the specific form which this 'collectivism,' this integration and interdependence, is taking and will take in the future, the evidence at hand is by no means clear or unequivocal . . . . Almost certainly it will involve a larger measure of compulsory as well as voluntary cooperation of citizens in the conduct of the complex national economy, a corresponding enlargement of the functions of government, and an increasing state intervention in fundamental branches of economy previously left to the individual discretion and initiative—a state intervention that in some instances may be direct and mandatory and in others indirect and facilitative. In any event the Commission is convinced by its interpretation of available empirical data that the actually integrating economy of the present day is the forerunner of a consciously integrated society in which individual economic actions and individual property rights will be altered and abridged."[7]

British socialist leader Harold J. Laski said of the Commission's report:

"At bottom, and stripped of its carefully neutral phrases, the report is an educational program for a Socialist America."[7]

John Dewey provided the rationale. His disciples supplied the techniques and the textbooks. Financiers of the invisible government put up the money. And the program to convert America into a socialist nation by corrupting public education was formally begun in the mid-1930's.

In 1935, public schools of New York City started adopting techniques and textbooks of Deweyism.

By 1945, many (if not most) school systems in America had been converted, in whole or in part, to Dewey's "progressivism."

By 1950, many American parents were becoming aware that our fabulously expensive educational system was graduating young people who could not spell, write a correct sentence, work simple arithmetic problems, or read with understanding; who had not been disciplined in work habits; and who were ignorant of the history and traditions of their own country.

On September 29, 1965, Lt. General Lewis B. Hershey, director of selective service, released figures on draft rejections which reveal that more than half of all American males between the ages of 18 and 26 are unfit for military service, mentally, physically, or morally.[9]

All blame for this condition cannot be placed on our public schools and colleges. Yet, most draft-age men today have been more exposed to the influence of our schools than to the influence of any other institutions in our society. They are of a generation whose schooling was prescribed and

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directed by John Dewey educationists who feel that schools should be given total responsibility for the training of youth, with parents relegated to the role of supplying the children and the tax money, and of supporting whatever the educationists prescribe.

John Dewey educationists have driven far toward their goal of eliminating academic discipline and basic learning from public schools—of developing a nationally-controlled school system whose primary purpose is not to educate young people as individuals, but to prepare them en masse for government-provided cradle-to-the-grave security in the new socialist order.

Though the federal government has supported this drive with tax payers' money, federal agencies involved have been dominated and led by John Dewey educationists *outside* of government. The non-governmental organization which has done the most to promote John Dewey's theories, and to dominate the federal government's unconstitutional activities in educational matters, is the National Education Association (NEA).

The NEA works closely with the U. S. Office of Education—so closely, in fact, that U. S. Commissioners of Education sometimes appear unable to function without NEA approval. For example, when Dr. Sterling M. McMurrin resigned as U. S. Commissioner of Education in September, 1962 (after serving slightly more than one year), the press attributed his resignation to the fact that he could not get along with the NEA. About 950,000 of the 1,700,000 public school teachers in America are members of the NEA; but Dr. McMurrin says the NEA is not responsive to its membership, which is manipulated into rubber-stamping policies and resolutions prepared by a small group of NEA executives. He accuses the NEA of dominating state education associations, and charges that the NEA "is not interested in higher education, is cool to the private schools, and is pathologically opposed to the parochial schools."[10] Before resigning as U. S. Commissioner of Education, Dr. McMurrin told William G. Carr, head of the NEA:

"You and I head up the biggest bureaucracies in Washington. NEA has all of the bureaucratic shortcomings and is in danger of moving toward national control of education, not by the Federal Government but by the NEA."[10]

The NEA exerts its influence not only through government agencies, but in other ways. Remember, the NEA was largely responsible for getting more than 5,000,000 copies of Harold O. Rugg's *Building America* books used in public schools—books which were eventually banned by the State of California as pro-communist, subversive of American ideals.[7]

The NEA sponsored *The American Way of Business* for use by teachers as source material. This publication was financed by the Rockefeller General Education Board, and was written by Oskar Lange and Abba P. Lerner. Lange was a professor at the University of Chicago, before renouncing his U. S. citizenship to become an official of the communist government of Poland.[7] *The American Way of Business*, sponsored by the NEA, recommended:

—that all banks, credit institutions, and insurance companies be nationalized (that is, confiscated by the federal government and operated under public ownership);

—that all basic natural resources (mines, oil fields, timber, coal, and so on) be nationalized;

—that special courts "might" be created to oversee all economic activities, and given enough power to overrule laws of Congress, of state legislatures, of local governments.[7]

The National Education Association has sponsored and recommended many sociology textbooks which have poisoned the minds of high school and college students throughout the land. In 1951, Dr. A. H. Hobbs of the University of Pennsylvania reviewed more than 100 sociology textbooks being used in American high schools and colleges. He found that 95% of these books (many of them recommended by the NEA) were slanted to favor a collectivist (i.e., socialist) economy in preference to America's traditional free enterprise econo-

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my, and that they even attacked religion, suggesting that mysticism be removed from religious doctrines so that religion can be modernized and related to our modern collective society.[7]

Though NEA officials deny that the association is a teachers' union, and claim they do not advocate teachers' strikes, the NEA operates as a gigantic union which virtually forces membership on many teachers, which assumes authority to bargain with school boards about policies, which uses teachers' strikes and boycotts to force school districts, communities, or entire states to comply with NEA wishes. Compelling teachers to join the NEA against their will is done subtly, indirectly. Since most public school administrators belong to the NEA, many teachers feel that NEA membership is an unspoken, unwritten, unofficial—but necessary—requirement for employment.[11]

NEA collective bargaining with boards of education is called *professional negotiations*. NEA teachers' strikes are called *sanctions*. In November, 1962, the NEA Classroom Teachers National Study Conference on Professional Negotiations published a report on "professional negotiations" saying, among other things:

"Professional education associations [meaning, of course, the NEA and its various divisions and affiliates] have the right to participate with boards of education in decision making . . . . regarding personnel practices, working conditions, fringe and nonwage benefits, salaries, employment standards, inservice education of personnel, class size, teacher turnover, communications within the school system, curriculum planning, and teaching methods."[11]

Concerning "sanctions," the NEA report says:

"Sanctions are a means to impel an object toward moral action. In education it is moral that a community should support its schools; that school boards will discharge their functions with integrity and impartiality; that administrators will use the procedures essential for the democratic administration of good schools; that teachers will make every reasonable effort to provide the best possible learning experiences for students. Against those who are immoral by this standard, teacher organizations may impose sanctions."[11]

In short, the NEA declares it immoral for a school system to disobey NEA commands, and uses sanctions to compel the "moral action" it wants. It imposes sanctions by recommending that school teachers and administrators boycott a school system singled out for punishment.

Sometimes, NEA sanctions backfire, as in Little Lake, California. The Little Lake controversy lasted three or four years, beginning in 1959 when parents became generally alarmed that their children were going through the public schools without acquiring even the rudiments of learning in spelling, reading, writing, arithmetic, or any other academic discipline. After considerable ado, the school board and a new superintendent of schools eliminated much of the "progressive education" nonsense from Little Lake schools and initiated a program of basic education. Student achievement rose; and the Little Lake schools soon acquired an enviable reputation.[12]

NEA educationists resented the change. It was rejection of educational theories the educationists had been sponsoring for a generation; it was defiance of the educationists' assumed authority to dictate the policies of public schools. The California Teachers Association and the Little Lake Teachers Association imposed sanctions on Little Lake schools. This solidified public support for the basic education program. Some teachers, obeying NEA recommendations, boycotted Little Lake Schools; but many parents considered this an advantage: it removed from Little Lake schools "progressive-education" teachers who were a liability to the schools anyway.[12]

In May, 1964, the Utah Education Association imposed sanctions on all public schools in Utah, hoping to force the governor to call a special session of the legislature to raise teachers' salaries.[13] The educationists did not achieve their objective, but felt they had gained much favorable national publicity.

In 1965, NEA educationists forced the people of Oklahoma to comply with the educationists' demands. In the spring of 1965, Oklahoma voters (encouraged by the Governor of the State) rejected a proposed sales tax increase to raise

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teachers' salaries. On May 11, 1965, the NEA and the OEA (Oklahoma Education Association) imposed sanctions on Oklahoma schools — urging school teachers to boycott the State. On September 14, 1965, Oklahoma voters approved a law permitting local tax levies to bolster school financing.[14] On September 18, the NEA and the OEA lifted their sanctions.[15]

In October, 1962, the *Chicago Sun-Times* published an editorial which sums up NEA aims and accomplishments:

"That the National Education Association . . . advocates Federal aid has surprised us at times. But no longer. For control—real control over the Nation's children—is being shifted rapidly to the NEA. That organization has about completed the job of cartelizing public school education under its own cartel.

"It is doing so under an organization known as the National Council for Accreditation of Teachers Education, an agency whose governing council is tightly NEA controlled . . . . The manner in which the NEA is usurping parental prerogatives by determining the type of education offered . . . . is . . . very simple: control the education and hiring of teachers.

"This is what the National Council for Accreditation of Teacher Education (NCATE, pronounced 'en-kate') has set out to do and what, to a considerable extent, it has accomplished. Most public school administrators belong to NEA. Increasingly public school administrators hire only teachers who have received their training in NCATE-approved institutions.

"The absurd result of this policy is illustrated by the Carleton College episode. Without a doubt, Carleton . . . is one of the Nation's outstanding colleges. Academically, it probably has no superior.

"Yet NCATE initially refused to approve Carleton's program of teacher education. Carleton is a liberal arts college. Its students receive fine training in the humanities and in other areas which make for a well-rounded person. Its emphasis is on education in the best sense of the word. It provides a minimum education in teaching methods, an area of study on which NCATE places its emphasis.

"Carleton was refused NCATE accreditation . . . . [Other schools with lower academic standings] were approved because their curriculums contained a preponderance of courses having to do with methods of teaching. Their students were required to take courses in methods at the expense of acquainting themselves with the subject they were going to teach.

"Carleton refused to be traduced. It insisted that education in content was more important than education in teaching methods. It believed knowledge of history was more important to a history teacher than knowledge of procedure and methods. It didn't contend that procedures and methods were unimportant. It merely contended they were secondary.

"Carleton's refusal to knuckle under resulted in NCATE capitulation insofar as Carleton was concerned. But many fine colleges throughout the Nation . . . . have to knuckle under, otherwise their students who wish to be teachers would have difficulty getting jobs, the NEA cartel being what it is. So the NEA is now dictating to colleges what they will teach . . . .

"NEA has no apprehension regarding Federal control of public schools as a consequence of Federal aid. It has control itself. It is extending that control over colleges and universities. In the NEA scheme of things it will be a simple matter to extend control over whatever Washington agency handles the funds.

"Professional organizations and accrediting agencies have their proper places. But when they become masters rather than servants of the people who hire their members they have gone too far."[16]

NEA has one of the most expensive lobbying operations in Washington. Its lobbying is not limited to pushing legislation directly affecting schools: the NEA is at one with monopolistic unions, racial agitation organizations, and other leftwing groups in lobbying for civil rights legislation, anti-poverty laws,[17] and other unconstitutional measures which are transforming our free society into a socialist dictatorship.

The National Congress of Parent-Teacher Associations (PTA) generally follows the leftwing lead of the NEA.[18] Local PTAs are composed largely of parents whose PTA activity is an effort

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to be helpful; but their membership dues enable the national organization to support programs harmful to our free society.[19]

Whereas the NEA presumes to speak for about 900,000 teachers and administrators on its membership roles, and the national PTA presumes to speak for some 12,000,000 parents, the NSA (National Student Association) presumes to speak for about 1,300,000 students throughout the nation.

The NSA was formed in 1947, under the leadership of 25 students who had attended a communist World Student Congress in Czechoslovakia the year before, and had participated in establishing the communist International Union of Students.[20,21] The NSA consistently supports objectives of the communist party, including admission of communist China to the UN, abolition of the House Committee on Un-American Activities, rent strikes, sit-ins, massive civil disobedience, student riots.[22]

The invisible government (the Council on Foreign Relations and its network of foundations and other interlocking organizations) has a hand in the NSA, just as it had a hand in initiating and financing the progressive education drive which has corrupted education in the United States. Note some of the national advisors of NSA: Ralph J. Bunche, member of CFR, of NAACP, and of League for Industrial Democracy; John Cogley, staff administrator for Fund For The Republic; Ralph McGill, publisher of *Atlanta Constitution*; Harold E. Stassen, CFR member; O. Meredith Wilson, official of the old Atlantic Union Committee; Russell Kirk, respected by leftwingers as a philosopher and spokesman of *conservatism.*[23]

Remedies

In recent years, many local PTAs have withdrawn from the national and state organizations. In some areas, conservatives—realizing that leftwingers or uninformed persons have acquired leadership of local PTAs by default—are joining and working actively to make local PTA groups what they should be.

Some good teachers are quitting the NEA and forming independent local groups. When enough teachers rebel, the base of NEA's power and influence will be gone.

Young Americans for Freedom (YAF) is actively fighting socialist-communist doctrines of the National Student Association in colleges throughout the nation. A packet of material about YAF's fight against the leftwing NSA can be obtained for $1.00 from Stop-NSA, P. O. Box 621, Bloomington, Indiana.

Beyond these efforts of parents, teachers, and students to wrest control from socialist-liberals who have run our schools and colleges for a generation, all of us should work to elect to Congress constitutionalists who will compel the federal government to withdraw from all unconstitutional activities in the field of education.

WHO IS DAN SMOOT?

Born in Missouri, reared in Texas, Dan Smoot went to SMU getting BA and MA degrees, 1938 and 1940. In 1941, he joined the faculty at Harvard as a Teaching Fellow, doing graduate work for a doctorate in American civilization. From 1942 to 1951, he was an FBI agent: three and a half years on communist investigations; two years on FBI headquarters staff; almost four years on general FBI cases in various places. He resigned from the FBI and, from 1951 to 1955, was commentator on national radio and television programs, giving *both* sides of controversial issues. In July, 1955, he started his present profit-supported, free-enterprise business: publishing *The Dan Smoot Report*, a weekly magazine available by subscription; and producing a weekly news-analysis radio and television broadcast, available for sponsorship by reputable business firms, as an advertising vehicle. The *Report* and broadcast give *one* side of important issues: the side that presents documented truth using the American Constitution as a yardstick. If you think Smoot's materials are effective against socialism and communism, you can help immensely — help get subscribers for the *Report,* commercial sponsors for the broadcast.

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FOOTNOTES

(1) "Labor—H.E.W. Funds," *Congressional Quarterly Almanac for* 1963, pp. 152-3

(2) *Report from Washington* by U. S. Representative Richard H. Poff (Rep., Va.), September 27, 1965

(3) *The National Reader* by John Pierpont, George F. Cooledge Co., New York City and other companies in Massachusetts, Maine, Pennsylvania, South Carolina, Georgia, Alabama, Kentucky, and Louisiana, 28th Edition, 1855, 277 pp.

(4) *Education for What?* by Charles W. Coulter and Richard S. Rimanocsy, Intercollegiate Society of Individualists, circa 1958, 39 pp.

(5) "John Dewey's Theories of Education" by William F. Warde, *International Socialist Review*, Winter, 1960 issue

(6) *What's Happened to Our Schools* by Rosalie M. Gordon, America's Future, Inc., 1956

(7) *Foundations: Their Power and Influence* by Rene A. Wormser, Devin-Adair Company, New York City, 1958, 412 pp.

(8) *The Invisible Government* by Dan Smoot, 1962, 250 pp.

(9) AP dispatch from Miami Beach, *The Dallas Times Herald*, September 29, 1965, p. 5A

(10) "McMurrin Insists He Quit To Teach" by Wallace Turner, *The New York Times*, October 20, 1962, p. 40

(11) "National Education Association versus the School Boards" by U. S. Representative John M. Ashbrook (Rep., Ohio), *Congressional Record*, June 25, 1963, pp. 10880-5 (daily)

(12) *The Little Lake Story*, Report by Parents for Better Education, 4433 Crenshaw Blvd., Los Angeles, Calif., 90043, September, 1962, 20 pp.

(13) AP dispatch from Detroit, *The Dallas Morning News*, July 7, 1963, Sec. 1, p. 23; AP dispatch from Salt Lake City, *The Dallas Times Herald*, May 20, 1964

(14) AP dispatch from Washington, *The Dallas Times Herald*, May 11, 1965, p. 8A; AP story from Oklahoma City, *The Dallas Morning News*, May 12, 1965, Sec. 1, p. 10; "Oklahoma Acts to Aid Teachers" by Donald Janson, *The New York Times*, May 16, 1965

(15) AP dispatch from Oklahoma City, *The Dallas Times Herald*, September 19, 1965, p. 26A

(16) "The Education Cartel," editorial from the *Chicago Sun-Times*, placed in the *Congressional Record* by U. S. Representative Edward J. Derwinski (Rep., Ill.), November 2, 1962, pp. A8054-5 (daily)

(17) "Pressures on Congress," *Congressional Quarterly Weekly Report*, September 10, 1965, pp. 1847-50

(18) *National Parent Teacher*, April, 1950 (official publication of the National PTA)

(19) For additional information on the National PTA, see "The National Parent Teachers Association," *News and Views*, Church League of America, 422 N. Prospect Street, Wheaton, Ill. 60187, September, 1959, 6 pp.; *Parents are Puppets of the P-TA*, Tarrant County Public Affairs Forum, P. O. Box 12181, Fort Worth, Texas, 1963, 23 pp.

(20) "American Youth — Today's Communist Target," *Manion Forum*, January 17, 1965

(21) *Guide to Subversive Organizations and Publications*, U. S. House of Representatives Document No. 398, 1962, pp. 91, 179-80

(22) "Student Congress Emphasizes Political Activism" by Donald Janson, *The New York Times*, September 5, 1965, p. 45; "What is the United States National Student Association?" by U. S. Representative John Bell Williams (Dem., Miss.), *Congressional Record*, July 14, 1958, pp. 12517-9 (daily)

(23) List of national advisors taken from letterhead, USNSA, May 2, 1961

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